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ABSTRACT

The Chinatown Manpower Workplace Literacy Program was funded by the United States Department from November 1, 1993 to April 30, 1995. The program consisted of three 18-week cycles, each comprised of 50 hours of instruction of garment-related English and English as a Second Language aimed at upgrading the literacy level of Chinese workers; improving the workers' understanding of their work, rights, and benefits; providing academic and vocational counseling services and referrals; and enhancing job productivity and job opportunities. The partners in this project were: (1) Chinatown Manpower Project, the training partner; (2) Local 23-23, the union partner; and (3) the Greater Blouse, Skirt & Undergarment Association, Inc., and the Continental Garment Manufacturers Association of Greater New York, the industry partners. This final report of the project highlights the following: partners' participation; actual program accomplishments compared to proposed objectives; schedule of accomplishments; characteristics of participants and outcomes; dissemination activities; evaluation activities; and staff development activities. Appendixes contain sample tests and evaluation forms. (JL) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 388 117

FINAL PERFORMANCE REPORT OF THE NAT'L WORKPLACE LITERACY PROGRAM (NWPL) AT CHINATOWN MANPOWER PROJECT, INC.

(Award Number: V198A30007-93)

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August 1995

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I. Program Overview

Chinatown Manpower Project (CMP), the training partner, in conjunction with the **Local 23-23** (Sportswear & Blouses) of the International Ladies' Garment Workers' Union (ILGWU), now known as **the Union of Needletrades, Industrial and Textile Employees (UNITE)** the union partner, **the Greater Blouse**, Skirt & Undergarment Association, Inc., and the **Continental Garment Manufacturers Association of Greater New York (CGMA)**, the industry partners, continued to deliver a quality Workplace Literacy Program (WLP) for the Chinese garment workers in New York City.

The program was refunded by the US Department of Education from 11/1/93 to 4/30/95 for a period of 18 months. The program consisted of three 18-week cycles. Each comprised of 50 hours instruction of garment-related English and ESL which aimed at:

i) Upgrading the literacy level of the Chinese garment workers;

ii) Improving the workers' English communication skills in their daily life and at the workplace;

iii) Improving the workers' understanding of their work, rights and benefits;

iv) Providing academic & vocational counseling services and referrals;

v) Enhancing job productivity and job opportunities.

In addition, CMP solicited the support from the Sino Radio Broadcast Corporation (also known as Sinocast Radio) to broadcast the bilingual garment-related air lessons daily in order to serve additional Chinese garment workers at their workplace or home

within and outside the New York area.

II. Partners' Participation

Strong participation and commitment have been successfully secured from UNITE, through the representation of Ms. May Chen, the Education Director of Local 23-25, UNITE, Mr. Aaron Adler, Director of Job Development of Garment Industry Development Corporation (GIDC), Ms. Linda Dworak, Director of Training of GIDC, and Ms. Florence Wong, Director of Education Department of Consortium for Worker Education and the current project co-ordinator of UNITE Brooklyn Workers' Centre, as well as Mr. Paul Lau, General Manager of the Greater Blouse, Skirt, & Undergarment Association which represents over 500 Chinese garment manufacturers in New York City. All of them are on our Advisory Board which also included participants, quality controller and garment factory owner. Quarterly advisory meetings were held on 12/16/93, 4/21/94, 11/5/94, 11/18/94, and 3/15/95. Program progress reports were given to advisory board members. The advisory board members were very supportive and helpful in giving us constructive comments and guidance on: a) recruitment & intake of participants; b) curriculum development or revision; c) referral of graduates for further studies or jobs in the garment field; d) future planning & implementation of the program. Special appreciation should be given to Ms. May Chen who is always available to share with us her valuable experiences in working with the garment workers and to revise our curriculum. In addition, Ms. Chen joined the project director to attend the WPL close-out conference in November 1994.

Strong participation has also been secured from the Sinocast Radio which has broadcast our 100 bilingual (English & Chinese) garment-related air lessons twice daily (Monday to Friday) from October 5, 1992 until April 21, 1995.

III. Actual Program Accomplishments Compared to Proposed Objectives

Objective #1: To further develop, validate, refine the existing WLP curriculum through more in-depth job-task analyses and input from WLP partners, workers supervisors and employers. In addition, a handbook on literacy competencies for garment workers will be developed and ready to be disseminated to all employers or workers who are interested in obtaining one.

Accomplishment: Our curriculum developer continued to validate and refine the existing WLP curriculum via her visits to factories to conduct in-depth job-task analyses. Through advisory meetings, input from the current participants, outside garment workers, employers and advisory board members are solicited to improve our existing teaching materials. She has frequently visited the Literacy Assistance Center to obtain updated resources for ESL, test materials and teaching methodology. Her role has been critical in refining the job-related English curriculum. The booklets of one hundred garment-related bilingual (English & Chinese) broadcast lessons and their corresponding cassette tapes were continued to be disseminated to all interested workers and employers. More details are given in the section under "Dissemination Activities".

In addition, through her close work with our part-time computer specialist, the program was able to produce six (as proposed in the negotiation) computerized garment-related bilingual (English and Chinese) literacy lessons which are known as "NWLP Software". These lessons can best represent the basic and fundamental knowledge for the garment workers. The topics are as below:

Lesson 1	Job Titles & Job Descriptions
Lesson 2	Men's & Women's Clothing
Lesson 3	Seasonal Clothing
Lesson 4	Different Parts of a Garment
Lesson 5	Measurement & Size
Lesson 6	Safety at Work (Signs)

On the average, each lesson consists of 35 screens and takes about 45 minutes for our participants to finish. Each lesson contains garment terms (with Chinese translation), reading materials, self-test question and self-scoring (that was not originally proposed). All instruction are written in English with Chinese translation. Correct answers and a final score are tabulated at the end of each test to offer immediate feedback to the participants. This gives the participants an opportunity to review and/or retest the lessons learned at their own pace. The NWLP Software was greatly welcomed by our participants who were excited to see the colorful pictures on the screen and interested in using the computer to learn English. For additional information of the NWLP Software, please refer to the whole book "From Class-Classroom to Computer Screen: NWLP Software" which was sent to the

program office, ERIC, and the regional curriculum coordination center in New Jersey in August 1995.

Objective #2: To provide ESL/Job Related English classes to 108 adult garment workers to improve their survival English, daily usage of the language, and job-related English competency.

Accomplishment: Due to the great demand from the community, in 3 cycles, we provided 7 ESL/Job Related classes of 3 different ESL levels to **146** adult garment workers at CMP to improve their survival English, daily usage of the language, and job-related survival competency. We exceeded in this objective.

Objective #3: To provide Basic Skills/Job Specific English classes to 108 adult garment workers to upgrade their job-related English competency, communication skills, knowledge of regulations and benefits.

Accomplishment: Due to the great demand from the community, in 3 cycles, we provided 10 Basic Skills/Job Specific English classes of 3 different levels to **208** adult garment workers (including 82 retained) to upgrade their job-related English competency, communication skills, knowledge of regulations and benefits. We exceeded in this objective.

Objective #4: To provide Basic Skills/Job Specific English classes to 90 adult garment workers at the Brooklyn Chinese American Association.

Accomplishment: In 3 cycles, we provided 5 classes of 4 different levels of either ESL/Job Related English classes or Basic Skills/Job Specific classes to 91 adult garment workers at the Brooklyn Chinese American Association.

Objective #5: To retain at least 74 graduates to advance to the next level of studies.

Accomplishment: At the end of each cycle, generally about 90% of the graduates wished to be retained in the next level of studies. However, due to the limited number of retained slots, we could retain 82 graduates to advance to the next level of studies. At the special request of the graduates, 19 of them were retained up to 150 hours. The curriculum focused on reinforcement of workplace English communicative skills, e.g. "How to Communicate with Coworkers", "How to Report Problems at Work" and "How to Communicate Effectively at a Job Interview". The feedback from the gradutes of 150 hours of instruction indicated that they became more assertive in asking questions and even bargaining wages with American employers. One of them changed work from a Chinese factory to one that was owned by an American employer.

Objective #6: To upgrade the literacy competency level of the unemployed, lay-offs and under-employed garment workers (20% of the 380 participants = 76) and to prepare them for vocational training or jobs.

Accomplishment: Totally to date, the program was able to help 81 participants to get better jobs, 8 participants to enter pattern-making class provided by Chinese American Planning Council (CPC) or UNITE, 15 participants to attend garment-related courses such as pattern making and computerized grading, etc. at Fashion Institute of Technology (FIT). In addition, 9 participants were also successfully referred to enter free job training programs for

bookkeeping, computer and office skills offered by CMP, Professional Business Institute (PBI) and Technical Career Institute (TCI). Among the 81 participants who got better jobs, 21 of them were underemployed (hourly wage is below $4.25), 20 of them were unemployed. For the 8 participants who entered pattern making class at either CPC or UNITE, 2 of them were unemployed and 2 were underemployed. Among the 15 participants studying at FIT, 3 were unemployed and 5 were underemployed. For the 9 participants who entered job training, 4 were unemployed and 3 were underemployed. In sum, the program could help 31 under-employed participants and 29 unemployed participants (total of 60 underemployed/unemployed participants) raise their literacy competency level and to prepare them for vocational training or jobs. It is not easy to help the participants to enter vocational training due to limited available slots. Our participants failed mostly because of their low English proficiency and unavailability of time to enter a full-time job training program as they still needed the financial support from their full-time work. The data can be updated after the 180-day follow-up for the third cycle graduates to be completed at the end of October 1995.

Objective #7: To use the broadcast job-specific English lessons not only to benefit the WLP students but also promote the WLP as well as to recruit participants. The broadcast lessons can reach a possible audience of 20,000, of which an estimated 800 will become "registered listeners" for tracking purposes.

Accomplishment: With the support from the Sino Radio Braodcast Corporation (also known as Sinocast Radio), job-specific bilingual

(English & Chinese) lessons were broadcast from October 1992 till April 1995 to benefit the WLP students, promote the program and recruit participants. Since over 90% of the 500 Chinese garment factories (average 50 workers/factory) have installed Sinocast speakers in their factories, the program could reach a possible audience of 20,000 workers in New York City by broadcasting bilingual garment-related air lessons. (Appendix A)

At the end of the second grant period, there was a total of 807 registered listeners. Among those 231 were outside New York area. Details were as follows:

Massachusetts	140
Pennsylvania	65
Illinois	11
New Jersey	10
California	3
Canada	2

Two booklets and cassette tapes of 100 bilingual garment-related broadcast lessons were given to the registered listerners to motivate their self learning.

Objective #8: To provide a hot-line service for recruitment, information and referrals. The hot-line will be handled by the Intake Specialist/Secretary and be available each afternoon, Monday through Sunday.

Accomplishment: Through a full-time secretary and a part-time weekend secretary, we provided a hot-line service for recruitment, information and referrals actually every day from Monday to Sunday. It was estimated that there were about ten calls received every day

to enquire about the program. Enquires were also received from out-of-states and even from Canada to ask for the booklets of broadcast lessons and their corresponding audio cassette tapes. In addition, our secretary also participated a live radio Chinese program named "Hot-Line Community Service" at Sinocast every second Friday afternoon of each month. In the program, the secretary could immediately answer the questions from the audience locally and even out of states, since the Sinocast can reach the major cities in the nation. (Please refer to Appendix A).

Objective #9: To prepare WLP students for computer-assisted instruction in Interactive Learning Center (ILC) and at the satellite learning sites.

Accomplishment: With the outstanding work and commitment of our part-time computer specialist and the curriculum developer, we were able to produce six proposed computerized garment-related bilingual (English and Chinese) literacy lessons for participants to use at our computer room. Before the participants used these computerized lessons, they were given basic computer instruction of using computer to learn ESL, specifically the software we used is named "English on Call" produced by McGraw-Hill, at the ILC in CMP.

However, the idea of setting up satellite learning sites at garment factories was proved to be impractical. Due to recent economic downturn, particularly in New York City, many garment businesses faced fierce competition locally and aboard. Profit was at an all time low for many employers. Factory owners had difficulty in contributing to the cost of buying a computer for setting up the satellite learning site at their factories. Also,

many of our participants worked at different factories in order to find work. Therefore, many of our participants (garment workers) were not committed to one employer. This made it even more difficult to convince the employers in contributing to the cost of buying a computer for setting up the satellite learning site. The workers also expressed that they preferred to come to the computer room at CMP to learn computerized lessons, as our learning environment is much better than the condition in their factories. The director explained the difficulties of setting up satellite learning centers at garment factories to the program officer at the conference in Washington D.C. in October 1994. She verbally approved our request of setting up a computer room at CMP to facilitate the participants to learn computerized lessons in a better learning environment and more attentively at CMP. CMP contributed its own funds in purchasing the computers.

Objective #10: To provide on-going educational and vocational counseling for participants. Information on and referral to vocational training institutions, such as the CMP clerical training or computerized marking and grading skills training at the Garment Industry Development Corporation. Educational counseling will help those facing learning difficulties at the WLP and those interested in applying to high school, college and for scholarships and student loans.

Accomplishment: We provided ongoing educational, vocational counseling and referral services by a part-time counselor who helped participants solve any problems that arise. The counselor always gave information on further education, such as the Super

Sewers' Class at Garment Industry Development Corporation, free job training programs, ESL and GED classes at different organizations. The counselor also conducted workshops on "How to Adjust to American Society and Work Culture", "Stress Management" and "How to Prepare for a Job Interview".

Objective #11: To make available other support services, such as Chinese and remedial English classes for participants' children when the adult workers are attending the WLP.

Accomplishment: Weekend classes for Chinese, remedial English and computer were offered regularly at CMP and made available to the participants' children to attend while the participants attended our program. In addition, children's music and dance classes, provided by Chen's Dancer at the same building of CMP, were also attended by the participants' children.

Objective #12: To conduct follow-up to assess the impact of the WLP on the graduates both 90 days and 180 days after completion of the program.

Accomplishment: A detailed 90-day & 180-day follow ups for the graduates of the first and second cycles, and 90-day follow ups for the graduates of the third cycle were conducted by our part-time counselor mostly via telephone. (See Appendix B for the follow-up form). Highlights of the follow-up results were listed as below:

a) About 96 percent of the graduates responded that they had more understanding of the garment work after completion of the program.

b) About 95 percent of the graduates responded that they gained more confidence at work.

c) About 97 percent of the graduates responded that their improved English from the program help them generally.

d) About 13 percent of the graduates reflected that they got job advancement in terms of either getting a better job, having salary increase, or promotion.

e) About 95 percent of the graduates responded that they would like to study in the program again.

IV. Schedule of Accomplishments

A) Start-up Period

(the first 2 months of the grant period)

Promotion, Outreach, Recruitment & Intake of Participants

In November 1993, press releases were sent to various media to inform the community of the continuous funding for the Workplace Literacy Program at Chinatown Manpower Project. The news release also included information for registration of applicants to the program. Besides the press release to different media (newspaper, radio and Chinese TV channels), the program information was also sent to UNITE, GIDC, the Greater Blouse Association and major social service agencies. Flyers (Appendix C) were also posted in the bulletin boards of garment factories, and given to hundreds of students at CMP. Through word of mouth, their family members, relatives and friends applied to our program.

Recruitment of Qualified Personnel

Most of the qualified personnel were incumbents from the previous grant. They assumed positions smoothly.

Literacy Audits, Curriculum Revision & Adaption

Since the start-up period, the curriculum developer continued her endless job of conducting job task analyses and refining literacy audits at various garment factories. She also continued to research for more garment-related educational resources in the field which were found to be limited in the bilingual format. Based on the job task analyses, the feedback from the advisory members and participants, the curriculum developer refined our existing curriculum, visual aid teaching materials, and made customized lesson plans (Appendix D) to meet the special needs of our participants.

Program Planning & Coordination

Since the start-up period, the regular program meeting was held about 3 times per cycle and whenever it was necessary. All the meetings were for program planning, coordination and management. Team cooperation was vital in program management. The director, curriculum developer, the part-time computer specialist, the part-time counselor, the part-time ESL/Basic Instructors, the part-time laboratory monitor and the Intake Specialist/Secretary cooperated and worked very well in the program. All the staff had very good communication in the regular meetings and via telephone contact at least once a week.

B) Program Operation Period

(the 3rd to 18th month of the grant period)

During the program operation period, a total of 22 classes were provided in three different cycles of 18-week duration each. The classes were held on weekends (3 hours per class per weekend) at either Chinatown Manpower Project or Brooklyn Chinese

American Association (BCAA). Please read a sample of our class schedule in Appendix E. In 3 cycles, a total of 5 classes were held at BCAA to benefit the garment workers in Brooklyn area.

Statistics for Recruitment, Attendance and Retention of Participants

Selection criteria for the WLP applicants were based on scores on the John Test (scores are usually between 20 and 70), scores on a simple garment-related written test, and the applicant's availability and commitment to attend our scheduled weekend classes.

During the first cycle of 1/8/94-5/21/94, there were 265 applicants for the program within 12 days of recruitment. A total of 219 applicants showed up to take the entrance tests and a total of 164 were accepted. Of the 164, 127 (72.4%) completed the cycle and 58 participants attained perfect attendance. 114 graduates (90% of 127) chose to continue. Finally 51 graduates were selected to retain in the following cycle.

During the second cycle of 6/25/94-11/6/94, there were 251 applicants within 12 days of recruitment. A total of 211 applicants showed up for the entrance tests of which 165 were accepted. Of those, 127 (77%) remained to complete the cycle, and 52 participants attained perfect attendance. 108 graduates (about 85% of 127) wished to study again in the following cycle. Finally, 31 graduates were selected to retain in the following cycle.

During the third cycle of 12/4/94 - 4/16/95, there were 186 applicants within 13 days of recruitment. 173 applicants showed up to take the entrance tests and 116 were accepted. Of

those, 90 (77.6%) completed the program, and 39 participants attained perfect attendance.

In sum, a total of 445 participants (including 82 retained participants, and 91 participants at BCAA) were served, of which 344 (77% of 445) completed at least 50 hours of instruction; 227 (51% of 445) completed at least 50 hours of instruction with 1 to 5 absences, 8 with 6 to 8 absences, and 63 participants (14% of 445) dropped out. Due to the great demand from the registered applicants, we served **65 more** participants than 380 (including retained participants) orginally proposed.

With regard to the 63 participants who dropped out, reasons reported for withdrawal are listed as below:

Reasons	**Number of Drop Outs**
Heavy workload	25 (39.7%)
Reasons Unknown	10 (15.9%)
Behind in classwork	4 (6.3%)
Returned to home country	8 (12.7%)
Family Problems	4 (6.3%)
Pregnancy	3 (4.8%)
Left Area	1 (1.6%)
Health Problems	3 (4.8%)
Changed job	5 (7.9%)

V. Characteristics of Participants and Outcomes Achieved by Participants

Among the 363 new participants enrolled in the second grant, 309 participants completed the details (the missing forms were not

returned by most of the drop-outs) for computing the following characteristics.

Gender:	Female participants = 275 (89%)	
	Male participants = 34 (11%)	
Ethnic:	Chinese = 309 (100%)	
Areas of Origin:	China = 197 (63.8%)	
	Hong Kong = 99 (32.0%)	
	Vietnam = 2 (0.6%)	
	Others = 11 (3.6%)	
	(Taiwan, Burma, Malaysia and Venezuela)	
Age:	Under 20 = 1 (0.3%)	21-30 = 53 (17.2%)
	31-40 = 140 (45.3%)	41-50 = 96 (31.1%)
	over 50 = 19 (6.1%)	
Marital Status:	Single = 36 (11.7%)	
	Married with children = 235 (76.1%)	
	Married without children = 38 (12.3%)	
Duration in U.S.:	1-36 months = 62 (20.1%)	
	4-7 years = 86 (27.8%)	
	8-10 years = 54 (17.5%)	
	over 10 years = 107 (34.6%)	
Education:	Primary only = 81 (26.2%)	
	Some high school = 204 (66.0%)	
	High school grad. = 23 (7.4%)	
	Post secondary = 1 (0.3%)	
Employment:	Employed = 196 (63.4%)	Unemployed = 32 (10.4%)
	Underemployed = 81 (26.2%)	

Earning of the

196 employed participants:	Mimimum = 22 (11.2%)	Min.- $5 = 62 (31.6%)
	$5-$6 = 35 (17.9%)	$6-$7 = 19 (9.7%)
	$7-$8 = 15 (7.7%)	over $8 = 43 (21.9%)

Job Positions held by the 277 employed/underemployed participants

Seamstress/Seamer	168	(60.6%)
Merrow Machine Operator	25	(9.0%)
Sample Maker	36	(13.0%)
Supervisor/foreperson	10	(3.6%)
Sorter	7	(2.5%)
Button Machine Operator	4	(1.4%)
Pocket Setter	4	(1.4%)
Quality Controller	5	(1.8%)
Pattern Maker	3	(1.0%)
Hemmer	4	(1.4%)
Presser	4	(1.4%)
Cutter	4	(1.4%)
Finisher	3	(1.0%)

The Nine Expected and Actual Outcomes Achieved

1. **Expected Outcome:** 75% of all program participants will complete at least 50 hours of literacy training, determined by enrollment & attendance records.

Actual Outcome: 77% of program participants (344 out of 445) completed at least 50 hours of literacy training. And, 149 participants out of 445 attained perfect attendance. The good attendance record demonstrated a great need and interest for the

program. This result exceeded our expected outcome.

2. **Expected Outcome:** 75% of the ESL participants will attain an increase of 20 points after each 50 hour cluster of instruction, based on John test; 60% of the participants who also study at the satellite learning centers will attain an additional 10-point increase at the end of the cycle.

Actual Outcome: Due to the low English proficiency of the ESL participants, 64% of the ESL participants attained an increase of at least 20 points on the John Test, after 50 hours of instruction. 94% of the ESL participants attained an increase of at least 10 points on the John Test. Besides the John Test, a garment-related written test (Appendix F) was designed and given to the participants to assess their literacy gain in garment-related English. In this respect, 89% of ESL participants attained an increase of at least 20 points, after each 50 hours of instruction, on the garment-related written test. As the satellite learning centers could not be set up, other data is not available.

3. **Expected Outcome:** 75% of the Basic Skills participants will attain one grade level after each 50 hour cluster of instruction, based on Comprehensive Competencies Program test; 60% of the participants who also study at the satellite learning centers will attain an additional 0.5 grade level at the end of the cycle.

Actual Outcome: Due to limited hours of instruction and our emphasis of teaching garment-related English to the Basic Skills participants, 68% of the Basic Skills participants attained one grade level after 50 hours of instruction. However, 91% of the Basic Skills participants attained an increase of at least 20

points, after each 50 hours of instruction, on the written garment-related English literacy test. As the satellite learning centers could not be set up, other data is not available.

4. **Expected Outcome:** At least 25% of those eligible for promotion to higher level classes will continue to the next cycle, determined by attendance records.

Actual Outcome: 55% of those eligible promotion (82 participants out of 149 participants with perfect attendance) for promotion to a higher level continued. This exceeded our expected outcome.

5. **Expected Outcome:** At least 45% of un/under-employed participants will enter vocational training or higher education after 100 hours of instruction, determined by letters of acceptance from institutions of training or of higher learning. (45% of 20% of 380 un/underemployed participants = 34 participants) Please refer to page 2 of the funding proposal for this data.

Actual Outcome: In sum, the program was able to help 8 participants enter pattern-making class at either CPC or ILGWU, and fifteen participants attend garment-related courses, such as computerized grading and pattern making at FIT. 9 participants were also successfully referred to enter free job training at either CMP, PBI or TCI. Among these 32 participants, 9 of them were unemployed and 10 were underemployed. For these 19 underemployed or unemployed participants, 10 of them were retained participants for 100 hours of instruction. Thus, the program could help 10 underemployed or unemployed participants enter vocational or higher education after 100 hours of instruction. Reasons for

this shortfall was due to higher level of English required by most of the current vocational training programs and the participants still needed to work full time financially to survive. The data can be updated after the 180-day follow-up for the third cycle graduates to be completed at the end of October 1995.

6. **Expected Outcome:** At least 25% of un/under-employed will be placed in jobs after 100 hours of instruction, determined by employer placemnt verfication letters. (25% of 20% of 380 participants = 19 participants) Please refer to page 2 of the funding proposal for this data.

Actual Outcome: Totally to date, we were able to help 21 under-employed and 20 unemployed participants to get back to work or get a better job. Among these 41 under/unemployed participants, 15 of them were retained participants for 100 hours of instruction. The data can be updated after the 180-day follow-up for the third cycle graduates to be completed at the end of October 1995.

7. **Expected Outcome:** At least 60% of the participants will achieve a score of "8" or better on the supervisor's evaluation which includes increased productivity levels, reduction in errors, added job responsibilities, attendance and job retention.

Actual Outcome: 66% of the participants achieved a score of 8 or better on the supervisor's evaluation. This included rating for increased productivitity level, reduction in errors and attendance. This exceeded our expected outcome. Please read Appendix G for further details of the outcome statistics.

8. **Expected Outcome:** At least 60% of the participants will give themselves a score of "6" or better on the Participants Feedback

forms; the score will be adjusted for cultural modesty, e.g. the "6" will be interpreted as an "8".

Actual Outcome: 96% of the participants gave themsevles a score of 6 or better on the Participant's Feedback form. This included rating for making a progress in learning garment-related English, understanding more English instructions at the workplace, and having a more positive attitude toward their job. This exceeded our expected outcome. Please read Appendix H for further details of the outcome statistics.

9. **Expected Outcome:** At least 50% of the estimated 800 registered listeneres of the broadcast lessons will complete the 3-module study, of which 20% (80) will become regular participants.

Actual Outcome: Instead of giving 3-module course of study to the registered listeners, booklets and cassette tapes of the 100 broadcast bilingual (English & Chinese) garment-related lessons were given to the 807 registered listeners. A self test was also given to the listerners to encourage their participation and review of the garment terms from the booklets. Since listeners came for registration at different time of the year, it is difficult to track how many of them became regular program participants. In a general survey of the 127 participants of the second cycle, it showed that about 25% of the participants were listeners before. Thus, it is estimated that about 90 of the 363 new participants in three cycles were listeners before they become the program participants.

VI. Dissemination Activities

Our customized contextualized curriculum materials named

"From Theory to Practice: A Set of garment-Related Curriculum" and the two booklets of 100 garment-related bilingual broadcast lessons which were revised in May 1994 continued to receive a lot of popularity from the local and out-of-state educational organizations. Specifically, in response to the request, we sent 30 copies of the booklets to Workers Education Program of Chicago Teacher Center in October 1994. We sent 5 copies of the curriculum book "From Theory to Practice" to the ESL teachers of UNITE in October, 1994. In addition, at least 60 copies of the booklets were given to the students who attended English classes at Sunset Park Brooklyn Garment Workers' Center of UNITE. (Please read Appendix I).

Since our curriculum book of "From Theory to Practice: A Set of Garment-Related ESL Curriculum" and the booklets of bilingual broadcast lessons had been announced in ERIC's monthly publication, Resources in Education in May 1994, a good number of enquires were received from foreign states, even in Hawaii, to ask about details of our curriculum and request for the booklet of broadcast lessons.

The director also took an active role in disseminating the materials by travelling to Philadelphia and Boston. In July, 1994, the director went to Boston to introduce and disseminate our developed curriculum materials to the ESL teachers and their coordinator at UNITE office in Boston. At the meeting, they were very pleased with our materials. At their request, the curriculum book "From Theory to Practice" and about 100 copies of booklets and cassette tapes were given to the teachers for disseminating to their ESL students who are Chinese garment workers in Boston. In

addition, at the same trip the director also went to two different garment factories to disseminate about 110 copies of the booklets and tapes directly to the workers and their employers. The workers were very excited to receive the materials. A good number of them immediately put the cassette tape into their tape recorders to listen to it.

In February 1995, the director went to a factory at Philadelphia to disseminate 75 sets of booklet and tape to the workers directly.

Our newly-developed product of computerized lessons named "From Classroom to Computer Screen: NWLP Software" (138 pages), and a set of six disks for installation, were sent to ERIC, the Northeast Regional Curriculum Coordination Center and our program office at United States Department of Education in August 1995 for dissemination.

VII. Evaluation Activities

The independent external evaluator, Ms. Joan Friedenberg, came to evaluate our program during her site visit of 7/23-7/24/94. She subsequently submitted an interim evaluation report (attached in the Appendix Section of the Final Evaluation Report) on our program. On 3/12/95 Ms. Joan Friedenberg came again for the final evaluation of the program.

At each of her site visits, Ms. Friedenberg accomplished the following:

a) Observed the classes;

b) Interviewed participants;

c) Interviewed the staff individually;

d) Reviewed curriculum & visual aid materials;

e) Examined the program records, e.g. participant files, promotional materials, minutes of program meetings & advisory board meetings, etc.

f) Collected employers' information for evaluation;

g) Toured the facilities at CMP.

By July 1995 Ms. Joan Friedenberg submitted a final evaluation report with constructive comments to us.

Besides the external evaluation, we conducted our own internal evaluation of the program by means of collecting feedback from participants' evaluation and supervisors' evaluation at the end of each cycle. Usually, the director gave the Participant's Evaluation Form to all the participants in class and explained clearly its objective. The completed Participant's Evaluation Form was collected back at the class. The participants were then advised to bring the Supervisor's Evaluation Form (with a covering letter written in English and Chinese explaining its objective) to their immediate supervisor to fill out and bring it back in the following week. The results of the evaluation feedback were very positive. Most of the score was between 7 to 8 on a 10-point scale (Results listed in Appendix G and H). In addition, a lot of the participants wrote the English comments at the back of the form. Typical comments were: "I like the program very much. It helps me understand my job better"; "Now I know more garment terms"; "I can speak more English to my supervisor now", and "I wish I could study again in the program to learn more English".

The internal evaluation was monitored by our Advisory Board

which was also represented by the participants who knew the true effectiveness of the program on fellow garment factory workers.

VIII. Staff Development Activities

In order to deliver a quality program, most of the staff actively participated in different seminars and workshops. Listed below were our staff development activities.

Besides attending the start-up conference and close-out conference in October and November 1994 in Washington D.C., the project director attended different seminars as follows:

1. From 11/17 - 11/20/93, the director attended the Annual Adult Education Conference of the American Association for Adult and Continuing Education (AAACE) in Dallas.

2. On 11/30/93, the director attended the seminar on "Reflection on the Result of the National Adult Literacy Survey" presented by Dr. Irwin Kirsch at CUNY Graduate Center.

3. On 6/23/94, the director attended the seminar on "Management Vs. Leadership" presented by Mr. Bill Suedmeyer.

4. The director also attended the computer courses (Chinese Windows and Windows) in October and November 1994.

5. On 11/20/94, the director attended the workshop on "The Stress and Rhythm of Real-Life English" presented by Ms. Susan Kulick, a very experienced TESL professional. This was also attended by the curriculum developer and all the program ESL instructors.

The curriculum developer and the instructors attended different seminars and workshops as follows:

1. From 11/11 - 11/13/93 in Boston, the curriculum developer

attended the workshop on "Study of ABE/ESL Instructor Training Approaches" presented by Pelavin Associates, Inc. with San Francisco State University and Adult Learning Resource Center, supported by U.S. Department of Education, Office of Vocational and Adult Education. This was also attended by the Part-time counselor.

2. On 9/16/94, the curriculum developer attended the workshop on "Inquiry: A Tool for Rethinking, Teaching and Learning" presented by teachers from the Adult Learning Center at Lehman College at the Literacy Assistance Center, Inc. (LAC). One of our part-time ESL/Basic Skills instructors also attended the workshop.

3. On 10/14/94, the curriculum developer attended the workshop on "Administering the TABE Test" presented Ms. Linda Brown at LAC.

4. On 10/18/94, the curriculum developer attended the workshop on "Teacher Portfolios: Assessment from Inside Out" presented by the teachers from York College Learning Center at LAC. This was also attended by our part-time ESL instructors.

5. On 10/26/94, the curriculum developer attended the workshop on "Administering the NYS Place Test" (with Video) presented by Claudia McCormack at LAC.

On April 28, 1994 all the part-time ESL instructors, curriculum developer and the director had a site visit to the teaching laboratory at FIT which was led by the director of Super Sewers' Class.

The secretary attended the computer courses (Chinese Windows and Excel for Windows) during weekends in December, 94 and

February, 1995 to upgrade her computer skills.

IX. Conclusion

The Workplace Literacy Program refunded for 18 months (11/1/93 to 4/30/95) was completed smoothly at Chinatown Manpower Project. Among the 12 proposed objectives, 9 were met or exceeded. Of the 9 expected outcomes, 4 were exceeded. Two outcomes were not met only due to our unrealistic goal set in the proposal. The other 2 outcomes will be updated again by the end of October 1995. The quality of instruction, the computerized lessons, our curriculum materials and the instructors' performance was rated highly by our participants. Also, the attached final evaluation conducted by Ms. Joan Friedenberg (an external independent evaluator) clearly indicated that our program was well planned, implemented and managed. The program's success was not only due to active involvement of the participants on their voluntary basis, but also due to the hard work of our dedicated staff members, the commitment of our program partners, especially Local 23-25 of UNITE, and the valuable inputs and guidance from the Advisory Board, especially from GIDC. We are confident that we will continue to operate our WPL program successfully again in our third grant for another three years.

Appendix

美加華語遍美加
萬里聲韻傳萬里

華語廣播
SINOCAST

Address of the Headquarter in New York City:
449 Broadway 4/fl. New York, NY 10013 Tel. 212-431-4300

美加華語廣播紐約總台地址:

華埠百老匯大道449號4樓 電話:(212)431-4300

Appendix B

National Workplace Literacy

Follow-Up (90 Days) Class & Cycle # _____

Date _____ Name _____

How does the student feel that the program affects them?

(A) Job-Related Areas:

1. more understanding about garment work
2. gain more confidence at work (e.g. more discussion with coworkers & supervisors)
3. get a better job with a) salary increase b) promotion c) better work hr/condition
4. if all the above are "No", is there any change of the employer?
   if business slow at the shop?
5. Do you participate more as a union member?
6. Do you understand more about your union benefits?

(B) Further Studies:

1. attend English class at _____ from _____ to _____
2. attend Super Sewers' class at GIDC from _____ to _____
3. attend Pattern Making Class at CPC from _____ to _____
4. any other courses/classes/studies at _____ from _____ to _____

(C) Daily Life:

1. Does your improved English help you communicate with your children and help them do their homework now?
2. Does your improved English help you generally now?
   (For example shopping, communicate with others in English, etc)

(D) If the funding is available, would you like to study in the program again?

(E) Other Remarks: _____

National Workplace Literacy

Follow-Up (180 Days) Class & Cycle # _____

Date _____ Name _____

How does the student feel that the program affects them?

(A) Job-Related Areas:

1. more understanding about garment work
2. gain more confidence at work (e.g. more discussion with coworkers & supervisors)
3. get a better job with a) salary increase b) promotion c) better work hr/condition
4. if all the above are "No", is there any change of the employer?
   if business slow at the shop?
5. Do you participate more as a union member?
6. Do you understand more about your union benefits?

(B) Further Studies:

1. attend English class _____ from _____ to _____
2. attend Super Sewers' class at GIDC from _____ to _____
3. attend Pattern Making Class at CPC from _____ to _____
4. any other courses/classes/studies at _____ from _____ to _____

(C) Daily Life:

1. Does your improved English help you communicate with your children and help them do their homework now:
2. Does your improved English help you generally now?
   (For example shopping, communicate with others in English, etc)

(D) If the funding is available, would you like to study in the program again?

(E) Other Remarks:

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華洋人力中心
Chinatown Manpower Project, Inc.
70 Mulberry Street
New York, N.Y. 10013
Tel.: (212) 571-1690 • Fax: (212) 571-1686

Nat'l Workplace Literacy Program

Course Outline:
* Garment-related Workplace English
* Survival English (English grammar, speaking, reading & listening)
* Computerized Garment-Related English

Eligibility:
For those garment workers who can spare three hours during the weekends to attend the program and have the determination to complete the entire 1 -week course.

Registration Period:
10/31/94 to 11/11/94
Monday through Sunday
9:30 a.m.-11:30 a.m. and
1:30 p.m.-4:00 p.m.

Documents for Registration:
* Work Proof for garment workers (e.g. Union card, pay check stubs or employer's letter)
* Social security card

Registration Site:
Chinatown Manpower Project, Inc.
70 Mulberry Street, Room 413 at 4/F
New York, NY 10013

Course Duration:
12/3/94 to 4/16/95, Saturday or Sunday
9:30 a.m.- 12:30 p.m. or
1:30 p.m.- 4:30 p.m.

Class Location:
Chinatown Manpower Project / BCAA

Telephone for Enquiry:
212-571-1690 ext.400

華埠人力中心
Chinatown Manpower Project, Inc.

70 MULBERRY STREET
NEW YORK, N.Y. 10013-4499
TEL: (212) 571-1690 FAX: (212) 571-1686

免費在職英文訓練週末班招生

報名日期: 九四年十月三十一日至十一月十一日（包括週末）

報名時間: 星期一至星期日，
上午九時半至十一時半，下午一時半至四時.

報名地點: 華埠茂比利街七十號四樓四一三室.

申請資格: 在職制衣業工友；
可在星期六或星期日抽出三小時上課
及有志完成整個十七週課程.

帶備證件: (1) 工作證明（例如:工會証,工資存根(支票尾)
或僱主證明信)；
(2) 工人咭.

上課日期: 九四年十二月三日至九五年四月十六日.

上課時間: 星期六或星期日上午九時半至十二時半，
或下午一時半至四時半.

上課地點: 華埠人力中心或布祿崙華人協會（在 5023 8th Ave. 夾 51 St.）

課程內容: 制衣專用英文，日常英文及電腦化制衣專用英文及練習.

查詢電話: 212-571-1694 內線 400.

NWLP 3rd-Cycle of 2nd-Grant 18-lesson Plan **Period: 12/4/94-4/16/95**
Class: #221 Level: Basic Skill II **Instructor: Kathy Huey**
By Eileen Zhang

Date	L.	Garment-related Terms (Handouts)	Listen BK 2 (L.)	Side By Side Book 4 (Chpt.)	Video: Cutting Edge: Workplace English	Computerized Lesson	Test & Quiz
12/4	1	Creation & Production of a garment	61, 62	1	Sewing	/	Pre-test
12/11	2	Fabric Essentials	88, 89	1	Marketing	L.1	Quiz #1
12/18	3	Equipment & Tools	76, 77	2	Tools of the Trade	L.1	Quiz #2
1/8	4	How to Take Body Measurements	78	3	Consumer Profiles	L.1	Quiz #3
1/15	5	Pattern Adjustments	79	4	The "Gibson Girl Look"	L.2	Quiz #4
1/22	6	Laying out Patterns	92, 93	5	The First Jeans	L.2	Quiz #5
1/29	7	Interfacing	71, 83	5, 6	Pressing	L.2	Test I
2/5	8	Tailoring	66, 67	6	Fashion	L.3	Quiz #6
2/12	9	Darts & Gathers	73, 74	7	Workers' Skills	L.3	Quiz #7
2/19	10	Seams & Stitches	96, 97	7, 8	Taking Responsibility	L.3	Quiz #8
2/26	11	Hems	86, 87	8	Production Process	L.4	Quiz #9
3/5	12	Sewing Active Wear	98, 99	9	Quality on the Job	L.4	Quiz #10
3/12	13	Machine Accessories	81, 82	9, 10	A New Machine	L.5	Test II
3/19	14	Sewing Techniques	69, 94	10	Cross Training	L.5	Quiz #11
3/26	15	Workers' Rights	64	11	Compensation	L.6	Quiz #12
4/2	16	Oral & Written Test	/	/	/	/	Post Test
4/9	17	Benefits	68	12	Typical Benefits	L.6	/
4/16	18	Job-Seeking Skills	72	13	Interview on the Job	Review	/

Holiday List: 12/25/94 - Christmas Holiday; 1/1/95 - New Year Holiday

Appendix D

18-Lesson Plan

NWLP 3rd-Cycle of 2nd-Grant
Class: #219 Level: ESL III
By Eileen Zhang

Period: 12/4/94 - 4/16/95
Instructor: Joe Mok

Date	L.	Garment-related Terms (Handouts)	Listen BK 1 (L.)	Side By Side Bk.2 (Chp)	Video: Cutting Edge: Workplace English	Computerized Garment Lesson	Test & Quiz
12/4	1	Job Titles & Job Descriptions	1	1	Sewing	/	Pre-test
12/11	2	Garment Making Procedures	2	2	Pressing	L.1	Quiz #1
12/18	3	Men's & Women's Clothing	3	3	Job Description	L.1	Quiz #2
1/8	4	Seasonal Clothing	4	4	The First Jeans	L.1	Quiz #3
1/15	5	Different Parts of a Garment	17, 18	4, 5	The Gibson Girl Look	L.2	Quiz #4
1/22	6	Colors, Shading, Fashion & Pattern	21-24	5	Fashion	L.2	Quiz #5
1/29	7	Measurement & Size	26, 27	5, 6	Consumer Profiles	L.2	Test I
2/5	8	Fabric Materials	32, 33	6	Marketing	L.3	Quiz #6
2/12	9	Seams & Stitches	28, 29	7	Workers' Skills	L.3	Quiz #7
2/19	10	Sewing & Overlock Machines	11, 12	7,8	A New Machine	L.3	Quiz #8
2/26	11	Problems with a Sewing Machine	6,7, 8,9	8	Machine Adjustment	L.4	Quiz #9
3/5	12	Reading Spec Sheet	51, 54	9	Quality on the Job	L.4	Quiz #10
3/12	13	Closures	41, 19	9, 10	Victoria	L.5	Test II
3/19	14	Safety at Work	13	10	Managing Safety	L.5	Quiz #11
3/26	15	Health at Work	14	11	Health Problems	L.6	Quiz #12
4/2	16	Oral & Written Test	/	/	/	/	Post Test
4/9	17	Benefits	51	12	Typical Benefits	L.6	/
4/16	18	Job-Seeking Skills	52, 53	13	Interview for a Job	Review	/

Holiday List: 12/25/94 - Christmas Holiday; 1/1/95 - New Year Holiday

NWLP Class Schedule & Teaching Materials

3rd-Cycle of 2nd-Grant **Period: 12/4/94 - 4/16/95**

Class & Level	Class Hour	Loca-tion	Teacher	Video	Textbook & Handout
217 ESL I	Sunday 1:30-4:30 p.m.	CMP Room 411	Muriel Zhou	The Cutting Edge: Workplace English - Level 1	. Side by Side Book 1 . Listening Book 1 . Garment-related Terms
218 ESL II	Sunday 9:30-12:30 p.m.	CMP Room 411	Muriel Zhou	The Cutting Edge: Workplace English - Level 1	. Side by Side Book 2 . Listening Book 1 . Garment-related Terms
219 ESL III	Sunday 9:30-12:30 a.m.	BCAA	Joe Mok	The Cutting Edge: Workplace English Level 1	. Side by Side Book 2 . Listening Book 1 . Garment-related Terms
220 BS I	Sunday 1:30-4:30 p.m.	BCAA	Joe Mok	The Cutting Edge: Workplace English Level 1 & 2	. Side by Side Book 3 . Listening Book 2 . Garment-related Materials
221 BS II (Retain -ed)	Sunday 9:30-12:30 a.m.	CMP Room 410	Kathy Huey	The Cutting Edge: Workplace English Level 1-3	. Side by Side Book 3 . Listening Book 2 . Garment-related Materials
222 BS III (Retain -ed)	Sunday 1:30-4:30 p.m.	CMP Room 410	Kathy Huey	The Cutting Edge: Workplace English Level 1-3	. Side by Side Book 4 . Listening Book 2 . Garment-related Materials

NWLP **Pre/Post-Test**

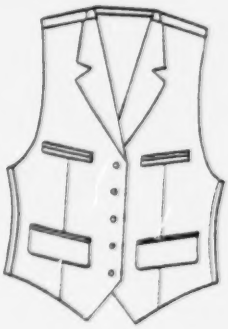
Written Garment-Related English Literacy Test

Class: _____ **Name:** _____ **Date:** _____

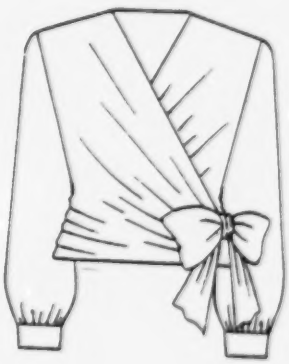
I. Write the names of the following garments:

1.

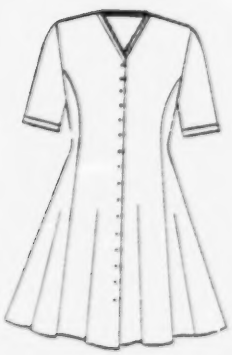
2.

3. 

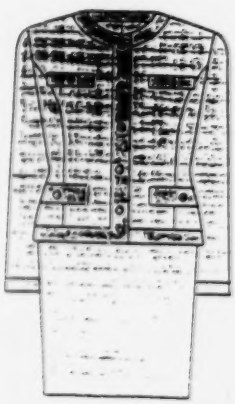
4.

5. 

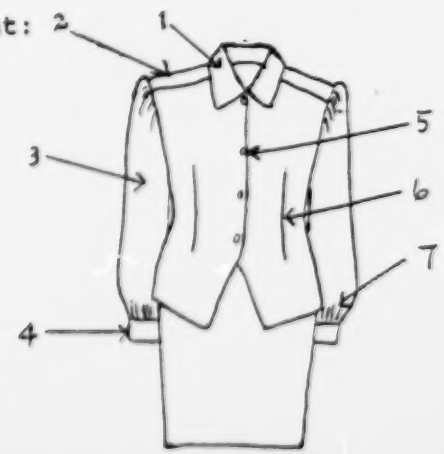
6.

7. 

8.

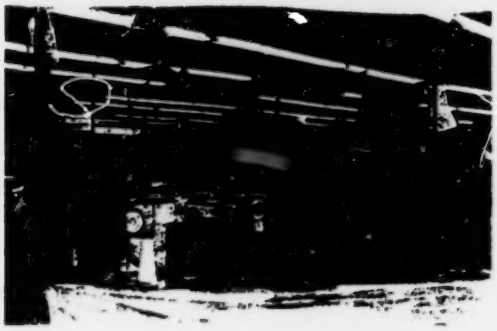
9. 

II. Name the different parts of a garment:



III. Identify the job titles in a garment factory:

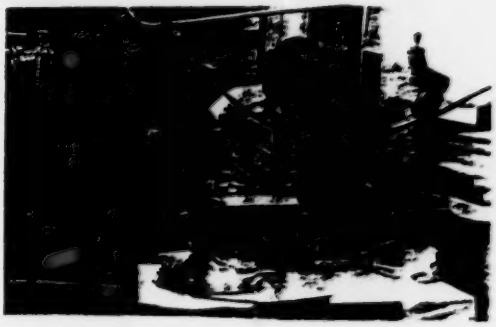
1.



2.

3.

4.



IV. Name three standard body measurements: (For example, Armhole)

1. _____ 2. _____ 3._____

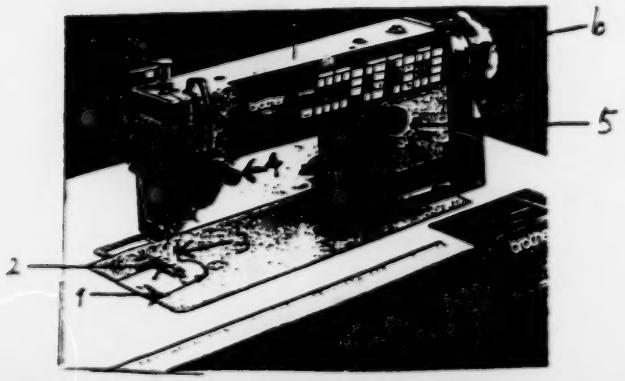
V. Name three garment size categories: (For example, Half Size)

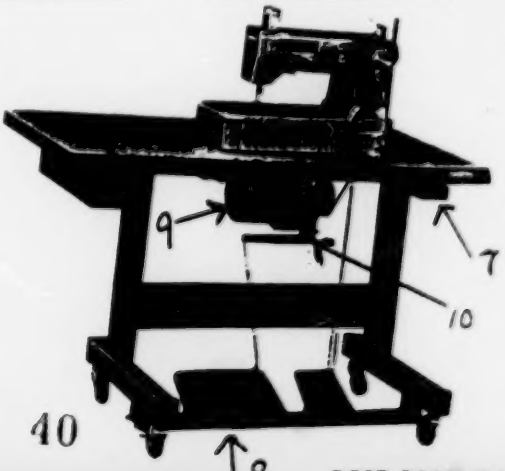
1. _____ 2. _____ 3. _____

VI. Name three kinds of seams: (For example, French Seams)

1. _____ 2. _____ 3. _____

VII. Name the sewing machine parts:





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VIII. What are the causes and solutions to the following sewing machine problems?

Problem	Cause	Solution
1. The needle keeps breaking.	_____	_____
2. The thread keeps breaking.	_____	_____
3. The machine skips stitches.	_____	_____
4. The machine makes loose stitches.	_____	_____
5. The machine is not working.	_____	_____

IX. Arrange the following garment-making procedures in numerical order (For example, "1" is the beginning and "11" is the end):

_____ Overlock machine operators merrow garment pieces.

_____ Sorters separate pieces by colors and sizes and then make bundles.

__1__ A factory receives the lots with a sample.

__11__ Finishers hang up the clothes, put on hang tags, and cover the clothes with plastic bags.

_____ Sewing machine operators sew the pieces together to make a whole garment.

_____ Special machine operators hem and stitch the garments.

_____ Section operators sew some of the sections, such as pockets, labels, etc.

_____ Trimmers cut the loose thread and brush the lines off the garment.

_____ Pressers iron the garments.

_____ Button hole machine operators make button holes and button sewing machine operators stitch the buttons on the garments.

_____ Quality controllers from the manufacturers generally spot-check the finished garments.

NWLP

Answer Sheet
(Pre/Post-Test: Written Test of Garment-related Terms)

Class: _____ **Name:** _____ **Date:** _____

I. Write the names of the following garments:

1. _____ 2. _____ 3. _____ 4. _____

5. _____ 6. _____ 7. _____ 8. _____

9. _____

II. Name the different parts of a garment:

1. _____ 2. _____ 3. _____ 4. _____

5. _____ 6. _____ 7. _____

III. Identify the job titles in a garment factory:

1. _____ 2. _____ 3. _____ 4. _____

IV. Name three standard body measurements:

1. _____ 2. _____ 3. _____

V. Name three garment size categories:

1. _____ 2. _____ 3. _____

VI. Name three kinds of seams:

1. _____ 2. _____ 3. _____

VII. Name the sewing machine parts:

1. _____ 2. _____ 3. _____ 4. _____

5. _____ 6. _____ 7. _____ 8. _____

9. _____ 10. _____

VIII. What are the causes and solutions to the following sewing machine problems?

	Cause	Solution
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

IX. Arrange the following garment-making procedures in numerical order:

___ ___ 1 11 ___ ___ ___ ___ ___ ___ ___

Appendix G

Chinatown Manpower Project, Inc.
National Workplace Literacy Program
Supervisor's Evaluation

Result of the Supervisors' Evaluation Feedback of the 3 Cycles' Graduates

Supervisor's Name_____ Date_____
Employee's Name_____ Class_____

請在號數上打圈回答問題。號數愈大，愈滿意。例如6是滿意，10是非常滿意。
Please answer the following questions by circling the number from 1 as the unsatisfactory to 10 the most satisfactory. If you really can't answer the question at this moment, you may write "N/A".

你覺得你的員工現在明白更多的製衣專用英語嗎？
1. Do you feel the employee has a better understanding of English garment-related terms?

Unsatisfactory					Satisfactory			Most Satisfactory		Mean
1	2	3	4	5	6	7	8	9	10	7.9

你覺得你的員工學懂製衣專用英語後，對其工作有所幫助嗎？
2. Do you feel the employee's understanding of the garment-related English is helpful to his /her work?

1	2	3	4	5	6	7	8	9	10	8.0

你覺得你的員工現在能夠在工廠比較明白書寫的英文指示嗎？
3. Do you feel the employee understands written English instructions at the work site better?

1	2	3	4	5	6	7	8	9	10	7.7

你覺得你的員工現在能夠在工廠比較明白英文口語指導嗎？
4. Do you feel the employee understands spoken English instructions at the work site better?

1	2	3	4	5	6	7	8	9	10	7.6

你覺得你的員工現在比較明白多一些用英文指示的製衣過程嗎？
5. Do you feel the employee has improved his/her ability to follow English instruction in garment work procedures?

1	2	3	4	5	6	7	8	9	10	7.8

你覺得你的員工能更快地完成工作嗎？
6. Do you feel the employee completes his/her work more quickly?

1	2	3	4	5	6	7	8	9	10	8.0

你覺得你的員工現在比較少犯工作上的錯誤嗎？
7. Do you feel the employee makes fewer errors at work?

1	2	3	4	5	6	7	8	9	10	8.0

你覺得你的員工現在比較願意用英文嗎？
8. Do you feel the employee is more willing to use English now?

1	2	3	4	5	6	7	8	9	10	7.8

你覺得你的員工現在能應付更多的職責嗎？
9. Do you feel the employee can take added job responsibilities now?

1	2	3	4	5	6	7	8	9	10	7.9

你對你的員工的出勤率滿意嗎？
10. Are you satisfied with the employee's attendance?

1	2	3	4	5	6	7	8	9	10	8.8

Chinatown Manpower Project, Inc.
National Workplace Literacy Program
Participant's Evaluation

Class_____ Date_____

請在號數上打圈回答以下問題。號數愈大，愈滿意。1是不滿意，6是滿意，10是非常滿意。
Please answer the following questions by circling the number from 1 as the unsatisfactory to 10 the most satisfactory.

		Mean
	你覺得在職英文訓練班對你有幫助嗎？	
1.	Do you feel this program helpful to you?	
	Unsatisfactory Satisfactory Most Satisfactory	
	1 2 3 4 5 6 7 8 9 10	8.5
	你覺得在製衣專用英語的學習方面有進步嗎？	
2.	Do you feel you have made a progress in learning garment-related English?	
	1 2 3 4 5 6 7 8 9 10	7.9
	你覺得在日常英語的學習方面有進步嗎？	
3.	Do you feel you have made a progress in learning daily survival English?	
	1 2 3 4 5 6 7 8 9 10	7.5
	你覺得你現在能在工廠比較明白書寫的英文指示嗎？	
4.	Do you feel you understand written English instructions at your work site better?	
	1 2 3 4 5 6 7 8 9 10	7.5
	你覺得你能在工廠比較明白英文口語指導嗎？	
5.	Do you feel you understand spoken English instructions at your work site better?	
	1 2 3 4 5 6 7 8 9 10	7.4
	你能夠比以前較容易與說英語的同事溝通嗎？	
6.	Do you communicate more easily with your English speaking coworkers now?	
	1 2 3 4 5 6 7 8 9 10	7.4
	你現在能比以前較願意在日常用英文嗎？	
7.	Are you more willing to use English generally now?	
	1 2 3 4 5 6 7 8 9 10	7.9
	你覺得教材對你有幫助嗎？	
8.	Do you find the teaching materials helpful?	
	1 2 3 4 5 6 7 8 9 10	8.4
	你覺得對你的工作，現有較佳的觀感嗎？	
9.	Do you feel you have a more positive attitude toward your job?	
	1 2 3 4 5 6 7 8 9 10	7.9
	你覺得在華語電台廣播的製衣專用英語課程，對你有所幫助嗎？	
10.	Do you find the broadcast garment-related English lessons helpful?	
	1 2 3 4 5 6 7 8 9 10	8.3

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INTERNATIONAL LADIES' GARMENT WORKERS' UNION
1710 BROADWAY, NEW YORK, NY 10019-5299
212/265-7000 • FAX 212/265-3415

February 17,1995

Sue Lee, Director
Chinatown Manpower Project
70 Mulberry Street

Dear Ms. Lee:

I am writing to commend you and your staff of the National Workplace Literacy Program for the fine curriculum materials you have produced. Sixty garment workers from the Sunset Park Brooklyn Garment Workers' Center received the textbooks. I am sure all sixty of them will be greatly benefitted from these materials.

I would like to especially thank Ms. Ivy Tse who is the Director of your Literacy Program. She has been very hardworking and cooperative in helping us to set up an additional class in Brooklyn. We look forward to work with you to help more workers to improve their English.

Sincerely,

Jeff Hermanson

Director, Department
of Organizaion and Field
Services International Ladie
Garment Workers' Union AFL-CIO

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